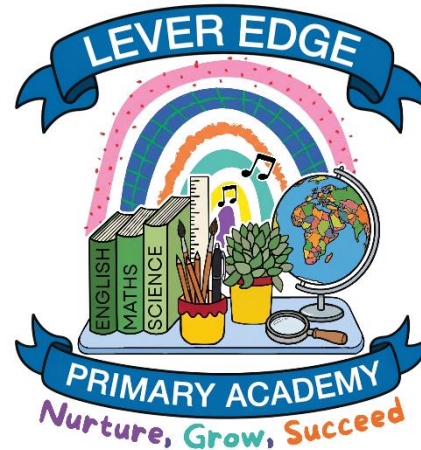


Lever Edge Primary Academy



SEND Information Report 2026/27

Reviewed: Autumn Term 2026

Nest Review: Autumn Term 2027



Lever Edge Primary Academy – Special Educational Needs Information Report 2026/27 (Instead of Local Offer)

Statement of Intent

At Lever Edge Primary Academy, inclusion is at the heart of everything we do. We are committed to ensuring that every child is welcomed, valued, respected and able to thrive within our school community. We believe that all children should have equitable access to high-quality education, support and opportunities, enabling them to achieve their full potential and develop a strong sense of belonging.

Our SEND Information Report should be read alongside our Inclusion Strategy, SEND Policy and Accessibility Plan. It explains how we identify, support and provide for pupils with Special Educational Needs and Disabilities (SEND), as well as how we remove barriers to learning and participation for all pupils.

We recognise that inclusion is everyone's responsibility. Through high-quality adaptive teaching, early identification, effective intervention and strong partnerships with families and external agencies, we strive to ensure that every child can participate successfully in all aspects of school life. Our approach is guided by the principle:

"Vital for some, valuable for all."

Our Inclusion Commitments

At Lever Edge Primary Academy, all support and provision for pupils with SEND is underpinned by five key commitments:

- **We Develop Independence**

We equip pupils with the skills, strategies and confidence to become increasingly independent learners and active members of our school community. Through adaptive teaching, structured support and communication approaches, pupils are enabled to participate, understand and succeed.

- **We Build Resilience**

We help pupils develop confidence, perseverance and emotional regulation so they can overcome challenges and engage positively in learning. We maintain high expectations whilst providing appropriate support to help all children succeed.

- **We Empower Confidence**

We provide opportunities for all pupils to experience success, contribute to school life and recognise their strengths. Through pupil voice, enrichment opportunities and inclusive practices, children develop self-belief and aspirations for the future.

- **We Foster Belonging**

We are committed to ensuring every child feels welcomed, represented, valued and respected. We actively remove barriers to participation and work to ensure pupils with SEND can access the curriculum, enrichment opportunities and wider school experiences alongside their peers.

- **We Work in Partnership**

We recognise that positive outcomes are achieved through strong relationships between school, families, pupils and external professionals. We work collaboratively to ensure support is responsive, personalised and centred around the needs of each child

Our Inclusive Approach

Inclusive Classrooms

All pupils benefit from high-quality adaptive teaching delivered through an inclusive classroom approach. Teachers maintain high expectations for every child and adapt teaching, resources, environments and communication strategies to ensure learning is accessible and engaging for all pupils.

Total Communication Approach

Communication is central to our inclusive practice. We use a Total Communication approach throughout school, including:

- Widgit symbols and visual supports
- Visual timetables
- Now and Next boards
- Signalong
- Communication boards
- Social stories
- Structured language approaches
- Sensory and emotional regulation supports

These approaches help pupils understand expectations, communicate effectively, develop independence and participate successfully in learning and school life.

Inclusive Support

We operate a graduated approach to SEND support through:

- Assess, Plan, Do, Review cycles
- Early identification of emerging needs
- Targeted interventions
- SEND Support Plans
- Partnership working with parents and external professionals

Support is carefully matched to identified needs and reviewed regularly to ensure it remains effective and promotes independence.

Inclusive Culture

We are committed to promoting positive wellbeing, emotional regulation and pupil voice. We support children to understand and manage their emotions through nurturing relationships, co-regulation approaches and access to appropriate wellbeing support. Every child is encouraged to contribute their views regarding their learning, support and school experiences.

Inclusive Opportunities

We believe that all children should be able to access enrichment activities, educational visits, leadership opportunities and wider aspects of school life. Reasonable adjustments and additional support will be provided where required to ensure participation is fully inclusive.

TYPE OF SCHOOL	SPECIALIST PROVISION ON SITE
Academy	SEND UNIT

At Lever Edge Primary Academy, we aim to support all children with a range of needs; these may be categorised into 4 areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**

People Who Support Children with Special Educational needs / Difficulties with Learning in This School

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning / special educational needs (SEND)?	- The class teacher - The Special Educational Needs Co-ordinator (SENCO) Mrs Gemma Cogley (01204 333679)	The class teacher is responsible for: - The day to day provision for teaching and learning for your child and for ensuring they make progress to the best of their ability. - Ensuring all staff working with a child in school are supported to deliver the planned work for that child so they can achieve the best possible progress. - Ensuring that the school's SEND policy is implemented in their classroom. - Ensuring that parents are: - Involved in supporting their child's learning - Kept informed about the support their child is getting - Involved in reviewing how they are doing - Part of planning ahead for them The SENCO is responsible for: - Co-ordinating all the support for children with SEND and developing the school's SEND policy to make sure all children get a high quality response to meeting their needs in school. - Ensuring that class teachers make sure that parents are: - Involved in supporting their child's learning - Kept informed about the support their child is getting - Involved in reviewing how they are doing - Part of planning ahead for them - Liaising with all the other people who may come into school to help their child's learning – e.g. Speech and Language Therapy, Educational Psychologist. - Updating the school's SEND Support List which ensures that all the children in school with SEND are recognised and making sure that there are excellent records kept of their progress and needs. - Providing specialist support for teachers and staff in school so all children can achieve the best possible progress.

School Based Information	Staff	Summary of Responsibilities
	• The Head Teacher – Mrs Kelly James (01204 333679) • The Trustee with responsibility for SEND – Mrs Asma Mohamed (01204 333679)	The Head Teacher is responsible for: • The day to day management of all aspects of the school, including support and provision for children with SEND. • Ensuring the Academy’s Board of Trustees is kept up to date regarding any issues in school which relate to SEND. The Trustee for SEND is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

How Could My Child Get Help In School?

Children in this school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Pastoral Lead in school
- Other staff in school
- Staff who will visit school from educational support services such as Woodbridge SEND Service (formerly known as Ladywood Outreach)
- Staff who will visit school from outside agencies such as Speech and Language Therapy

Children all receive support to further their overall well-being, including emotional and social needs:

- Through a whole school PSHCE programme - Jigsaw
- Small group work – for example, developing friendships

If a child requires further support, this would be carried out through consultation with parents and the use of an Early Help Form or single access referral form to involve appropriate outside agencies – for example, the school nurse or Educational Psychologist.

	Types of Support Provided	What Would This Mean for a Child?	Who Can Get This Kind of Support?
What are the different types of support available for children with SEND in this school?	Class teacher support through excellent targeted and adaptive classroom teaching – High-quality adaptive teaching and inclusive classroom practice. This may include altered seating arrangements, lighting, specific resources such as a raised desk. Specific group work in a smaller group of children or on a 1:1 basis. These sessions may be run inside or outside of the classroom and by either the teacher or another member of staff with the required training. (Intervention groups/1:1 teacher)	• The teacher has the highest possible expectations for all children in their class. • The teacher ensures that all teaching builds on what a child already knows and can understand. • The teacher puts into place different ways of teaching so all children are fully involved in learning. This may involve strategies such as using practical equipment. • The teacher puts into practice specific strategies which may be suggested by the SENCO or other agency staff to support children to learn. • The class teacher will carefully check a child's progress and if gaps are identified, they will ensure the child receives this extra support to help them make the best possible progress. Interventions are short term and are reviewed approximately every 6 weeks. 1:1 support is reviewed termly or after a shorter period if deemed necessary • The teacher will work with the adult running the group to carefully plan the sessions to address the gaps in learning and to ensure the child makes the required progress.	All children in school will receive this input as part of expected excellent classroom practice Any child who has specific gaps in their understanding in an area of learning. Children with specific barriers to learning which cannot be overcome through High-quality adaptive teaching and inclusive classroom practice and intervention groups.

	Types of Support Provided	What Would This Mean for a Child?	Who Can Get This Kind of Support?
	Specialist groups run by outside agencies, for example, Woodbridge SEND Service Outreach, Speech and Language Therapy.	• If a child is identified as needing more specialist input in addition to the provision noted above (they may be identified by the class teacher or SENCO or parent or other adult in school). The parent will be invited to a meeting to discuss their child's progress and future provision. • The parent may be asked for permission for the school to refer the child to a more specialist agency such as Educational Psychology. This will help both the school and the parent to better understand the child's needs and to support them better in school. • The specialist professional will work with the child to understand their needs and will make recommendations – these may include: ❖ Making changes to the way the child is supported in class ❖ Using their expertise to set appropriate targets for the child ❖ The setting up of a specialist group – for example, a social skills group ❖ Individual work with the child by the specialist professional These recommendations are carried out as appropriate. • The school may also suggest agreed individual support for a child within the classroom as appropriate to the child's needs. • The school or parent can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process leading to an Education and Health Care Plan for the child. (formerly known as a Statement of Educational Needs) • If the Local Authority agree that an Education and Health Care Plan is appropriate for a child, then the parent and all professionals will be invited to submit reports detailing the child's needs.	Children whose learning needs are severe, complex and lifelong and those needing specific hours of individual support in school.

	Types of Support Provided	What Would This Mean for a Child?	Who Can get This Kind of Support?
		- If the Local Authority are then in agreement that the child's needs are severe, complex and lifelong, and that they will require more support in school than covered by the notional SEN allocation (£6,000), a meeting will be called where all agencies, the school and the parents meet to draw up and agree the Education and Health Care Plan. This is to help ensure the child makes as much progress as possible. The plan will outline short and long term targets for the child and the number of hours of support the child will receive from the Local Authority. - The extra support may be used to have an additional adult provide support for the child in the classroom, to run individual learning programmes, to support small groups including the child or provide specialist equipment/resources.	
How will my child be supported if they have a medical and/or mental health issue?	Class teacher support through excellent targeted classroom teaching – High-quality adaptive teaching and inclusive classroom practice. This may include altered seating arrangements, lighting, specific resources such as a raised desk. The school promotes emotional wellbeing through preventative and responsive approaches, including emotional regulation strategies, sensory support, co-regulation approaches and access to specialist provision where required Specific group work in a smaller group of children or on a 1:1 basis. These sessions may be run inside or outside of the classroom and by either the teacher or another member of staff with the	- The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. - Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with SEND may also have mental health issues that require support from school as part of, or in addition to mainstream class provision.	Children whose learning needs are severe, complex and lifelong and those needing specific hours of individual support in school

	required training. (Intervention groups/1:1 teacher) Specialist outside support		
How can I let the school know I am concerned about my child's progress in school?	• If a parent has concerns about their child's progress, they should speak with the class teacher. This does not have to wait until the termly Parents' Evening; an appointment to see the class teacher can be made through the school office at any time of the year. • If the parent is not satisfied that the concerns are being addressed and feel that their child is still not making progress, then an appointment should be made to speak to the SENCO. • If the parent is still not satisfied, then an appointment should be made to speak with the Head Teacher and failing that, the Trustee for SEND.		
How will the school let parents know if they have concerns about a child's learning in school?	• If a child is not making progress to the best of their ability, they may be identified to take part in an intervention group which addresses their gaps in learning. This will be noted on the child's termly report and may be discussed at the termly Parents' Evening. • If an intervention does not support the child to make progress then the parent will be invited to attend a meeting in school with the class teacher in order to share concerns and plan additional support or referrals. At this stage, the child will be placed on the SEND register and the SENCO will provide support and advice at this stage, and an Individual Education Plan may be drawn up. This plan will be reviewed termly by the SENCO, class teacher and parent. • If a child still fails to make progress, permission may be sought from the parent to refer the child to an outside agency - this may include Educational Psychology, Woodbridge SEND Service Outreach. This will enable a specialist professional to guide and support the child's learning in school.		
How is extra support allocated to children and how do they move between different levels?	• The school budget includes money for supporting children with SEND. • The Head Teacher decides the budget allowance for SEND in consultation with the School Governors on the basis of needs identified in school. • The Head Teacher and the SENCO will share all the information they have regarding SEND in the school to inform the decision making with regard to the budget. They will also decide which resources are needed and what training will be needed for staff. This is reviewed termly or sooner if required.		
What type of support is available to help improve my child's emotional and social development?	• We are a caring school community and very aware of pupils' emotional wellbeing. We work together to help children understand and regulate their emotions and to remove the stigma of mental health. • Any concerns about a child's social, emotional and mental wellbeing can be discussed with our Pastoral Lead who is also our SENCO and a plan of action can be shared. • Within school we have a Mental Health Practitioner who is employed by the NHS. They are in school one afternoon a week and able to offer support for individual children or small groups. • We use outside agency support where needed with consent of parents/carers. We have access to Bolton's Behaviour Support Team and also make referrals into The Healthy Minds Team and IThrive to support the social, emotional and mental health needs of pupils.		

Who are the other people / agencies providing services to children with SEND in this school?	Directly funded by school	• Teaching Assistants • SENCO • Intervention Teacher • Additional Speech and Language Therapy • Educational Psychology • Woodbridge SEND Service • Sensory Impairment Service • Behaviour Support Service
	Funded by the Health Service but delivered in school	• School Nurse • Occupational Therapy All of the above services can be contacted through Bolton Local Authority's Local Offer – see link at the end of this document.

How are the teachers in school supported to work with children with SEND and what training have they had?	• It is part of the SENCO's responsibility to support teachers with planning for children with SEND. • Whole school training is provided when appropriate for specific SEND issues – for example, dyslexia, behaviour management, SALT guidance, use of additional adults in the classroom. Good practice is shared. • Individual teachers and /or support staff attend training courses run by outside agencies that are relevant to the specific needs of children in their class. • The SENCO has a postgraduate qualification in SEND and continues to attend regular updates about changes in SEND provision. These updates are cascaded down to all staff. • Teaching Assistants also receive relevant training to support their work and attend training twilights.
How will teaching be adapted for a child with SEND?	• Teachers plan lessons according to the specific needs of the children in their class and should ensure the needs of every child are met. • Support staff will support a child's learning where appropriate. • Specific resources, strategies and teaching styles will be used to support a child's learning both individually, in a group and as part of the whole class – as appropriate. • Planning and teaching will be adapted on a daily basis if needed, to ensure a child's needs are met. • Outside agency guidance will be followed – for example, the use of specialist equipment such as sloping desks, adapted scissors.
How will a child's progress be measured in school?	• Every child's progress is continually monitored by the class teacher and teaching assistant where appropriate. This is shared with the child. • Every child's progress is reviewed formally each term by the class teacher, SENCO and Senior Leadership Team with a regard to what is expected of a child of that age. This information appears on the child's termly report for parents who will be invited to attend a meeting to discuss their child. Additional resources and interventions will be evaluated. • A child working well below age expectation will have progress measured using "The Engagement Model"; these show progress using much smaller steps. • The progress of a child with Education and Health Care Plan will also be formally reviewed each year or on a six-monthly basis if the child is aged 5 or younger. The child attends the review, as appropriate.

How will school ask parents for information about their child?	• Parents' evenings are held termly. Any targets or interventions will be reviewed and evaluated in these meetings. • Further appointments can be made with the class teacher or SENCO at any time. The class teacher or SENCO may also invite the parents into school for interim meetings. • Termly Topic Planners are posted on the school website with details of what children will be learning about and ideas for parents to use at home, including relevant websites. Parents can feedback relevant information about this in their child's homework diary. • Homework is differentiated to meet a child's specific needs. Parents can feedback relevant information about this in their child's homework diary. • If a child has a SEND Support Plan, there is a section for parental feedback at review.
How will the school ask the child about their needs?	• Feedback from all children regarding their learning is common practice. Children may give feedback at their end of lessons in several different ways: orally in a plenary; through the red/yellow/green self-assessment system; through Blob Tree diagrams; through learning sentences. • Children may also be asked to set their own targets in different curriculum areas if appropriate. • If a child has a SEND Support Plan, there is a section for their feedback at review. • If a child has an EHCP, they also complete a review each year.

What support is available for parents of a child with SEND?	• Parents' evenings are held termly. • Further appointments can be made with the class teacher or SENCO at any time. • Progress reports are given to parents on a termly basis with targets for supporting their child at home. • Termly Topic Planners are posted on the school website with details of what children will be learning about and ideas for parents to use at home, including relevant websites. • Curriculum information for each year group in reading, writing and maths is included on the school's website • Homework is differentiated to meet a child's specific needs. • All information from meetings with other professionals will be shared with the parent and reports will be shared. Wherever it is possible, parents will be invited to attend these meetings. • When a child is assessed by someone from an outside agency – for example, Educational Psychology or Behaviour Support, the parent will be given an opportunity to meet with that professional themselves and copies of any reports will be shared with and explained to parents. This will ensure the parent is supported at home also as far as it is possible.
How has this school been made accessible to a child with SEND?	• All equipment used is accessible to all children regardless of their needs. • All school trips are accessible to all. • Health and Safety routines are reviewed regularly, including individual Risk Assessments and Evacuation Plans, where necessary. • After school clubs are open to all children, with support provided as appropriate. • Circle times, friendships groups and concerns boxes are in place to support the emotional welfare of all children.
How will a child with SEND be supported when they leave this school?	Steps are taken to ensure transition for any child runs as smoothly as possible – this is particularly important for a child with SEND. If the child is moving to another school then: • All records are passed on as soon as possible. • Where it is appropriate, the SENCO will be contacted to share relevant information. If the child is moving on to secondary school then: • All relevant information is shared with the Head of Year 7 in a transition meeting – the SENCO will also be present if required. • Where appropriate, extra transition visits will be put into place to help the child.
What actions can parents take if they are not satisfied with the provision made for their child?	As a school we actively seek to work closely with parents, however, we recognise that parents of children on the SEND register may, from time to time, be dissatisfied with the support their child is receiving. Dependent of the nature of the complaint the parent will be advised to consult: - • The Class Teacher • The SENCO • The Deputy Head • The Trustees • The Local Authority Any parent who has a complaint that is not quickly or easily resolved will be notified of the Local Authority's arrangements to provide information and advice on SEND matters, that is, Parent Partnership Service. This can be accessed via the Local Authority's website through the Local Offer – see below.

The Local Authority's Local Offer for SEND may be accessed through the link below:-

[Bolton Information and Advisory Service – SEND Local Offer](#)

This website offers further support for children and their families.